# Eleventh Grade ELA CCGPS Frameworks - Unit 1

## Framework Title

## Origins of Authority and Control in Early American Literature

## Grade Level

## Grade 11

## Course

## American Literature

## Approximate Duration

6.5 weeks -- 9 weeks

## Overview of the unit

The purpose of this beginning unit for American Literature is to center student learning on the foundations of America to highlight how past issues are still found present day. Through an integrated and blended approach, students study foundational texts with paired modern selections. From strict Puritan expectations and “turn and burn” sermons to the development of rational, revolutionary ideas that gain colonists their independence, key foundational documents of America’s birth will convey major themes, topics, and concepts that modern texts will prove still exist today. The intended outcome at the end of this first unit is for students to see the developing universality of American literature that they will continue to explore through subsequent units with an early emphasis placed on mastering the art of rhetoric that influences and structures the development of the language of America. Students will conduct various close readings in growing complexity and independence to conclude the unit with a thorough rhetorical analysis of one of America’s most important speeches ever delivered.

Standards

# Standards are included at the beginning of each lesson. Detailed identification regarding the focus of the priority standard (or standards) is provided for each individual lesson. Supporting standards included in the lesson intended to support the priority standard(s) within the lesson are also identified.

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# Learning targets

# Learning targets are included at the beginning of each lesson.

## Summative (Performance-based) Assessment

## Duration 3-5 class periods/180-300 mins

# Rhetorical Analysis of American Rhetoric’s Top 100 Speeches

# Purpose:

# The purpose of this assignment is to allow students to demonstrate their mastery of rhetoric as studied throughout this unit. In this final unit assignment, students will choose a speech to evaluate the speaker’s use of rhetoric based on their in-depth work conducted through Unit 1’s focus on foundational and modern texts that convey authority and control and have the ability to sway the masses.

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# Execution:

1. The website American Rhetoric catalogs some of the most influential, persuasive, effective speeches ever written and delivered in American history. Using this web address (<http://www.americanrhetoric.com/top100speechesall.html>) students are to skim through the “Top 100 Speeches” to identify a speech they want to use to conduct a thorough rhetorical analysis to turn into a well-written, multi-paragraph response utilizing text-based evidence and thorough, insightful analysis and evaluation of language.

2. Students are to choose effective speeches with length in order to be able to adequately and thoroughly identify and analyze a wide array of rhetorical elements in use.

3. Students should use the following context for writing and writing prompt to guide their work. Distribute to students the rubric (Gr11, Unit 1-Resource L) so that they are able to ensure they meet the expectations of their writing:

● The speech you have chosen stands in high regard against the plethora of speeches written and delivered in America’s span of life. There is a vast array of strategies in play, working individually and in tandem to achieve a successful purpose. With this in mind, consider and respond to the following:

● *What is the purpose of your speech and what strategies are used to help achieve this? Consider strategies including rhetorical appeals, figurative language, diction, syntax, and tone. Evaluate a minimum of five singular strategies. In addition to evaluating their use individually, evaluate how these strategies work together to help achieve and further the speaker’s purpose to ensure success with the speaker’s intended audience.*

## Skill Building Instructional Tasks

In the pages that follow, there are lessons intended to serve as rigorous models intended to build skills for overall student mastery of content knowledge and progression of mastery for performance standards. These lessons are further designed to coordinate with all other lessons in the unit to further model an extensive unit that flows from lesson to lesson from start to finish. The chosen texts in this unit are meant to serve as a concrete model of a holistic unit centered on shared characteristics, themes, learning targets, and eventual outcomes of student achievement. A detailed, instructional learning progression model is provided in Lesson 3 to convey expectations with instructional lesson design and implementation of lessons in this unit.

# All of the lessons in this unit can be completed with fidelity and high rigor with different text selections that are of comparable elevated complexity and rigor. Any text that meets the text complexity (lexile) of the grade level and the expectations of the school district can be substituted within a unit. Throughout this unit, available lexile ranges are included beside sample texts to serve as a clear targeted skill level for the text(s) of choice.

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# GENERALIZED Overview of Lesson Progression (detailed lessons follow this overview):

Division 1

1. Historical and Societal Background Acquisition
2. Originating Universal Themes in Puritan Poetry
3. \*Origins of Controlling Elements of Language

* This lesson contains a detailed learning progression and detailed learning progression modeled with a unit text for proper lesson development and to properly implement lessons from this unit.

1. Comparison and Evaluation of Puritan Values in Literature
2. Anchor Quotation Evaluation #1

Division 2

1. Modern Times, Modern Issues -- “Witch” Hunting in Texts and Cartoons
2. Modern Times, Universal Issues
3. Evaluating the Impact and Importance of Setting
4. Anchor Quotation Evaluation #2

Division 3

1. Revolutionary Virtues of Universal Nature
2. Revolutionary Rhetoric Alive Today
3. Analyzing Political Cartoon from Revolutionary America
4. Close Reading of Foundational Revolutionary Text
5. Anchor Quotation Evaluation #3

Unit Summative Assessment

1. Rhetorical Analysis of American Rhetoric’s Top 100 Speeches

Detailed instructional lessons for each of the above individual lessons follow for the remainder of this document. Notes are made for reteaching, supporting struggling students, or advancing learning for accelerated students or overall quicker comprehension of unit standards.

Suggested durations to complete each lesson are listed for each instructional lesson. To accommodate varying school schedules (period, block, A/B, hybrid, etc.), both a duration of days and range of elapsed time are included to approximate the minimum and maximum amount of time to complete all aspects of the lesson. This is a suggestion and can easily be adapted.

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Unit 1 -- Division 1

Instructional Lessons 1 - 5

Anchor Quotation: “Consider your origins: you were not made to live as brutes, but to follow virtue and knowledge” --Dante Alighieri, “Inferno”, Canto 26 (Lexile 1250)

Lesson Plan #1: Historical and Societal Background Acquisition

Duration 1-3 class periods/60-120 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Supporting Standards:

RI 5, RI 6, RI7, W9

Lesson #1 Information

Purpose:

The purpose of this lesson is to introduce students to key information of Early American literature. Instead of the traditional lecture-based presentation of information, this lesson suggests utilizing technology via a flipped classroom method to maximize class time to evaluate information. The brunt of this assignment is placed upon the students. They are to view the information, absorb the content, and take notes if assigned/desired in any effort to come to the next class’s meeting prepared to apply their understanding. Below is an example of a sample flipped lesson that could serve this effective purpose.

In the Suggested Resources location is a sample presentation to model important information for students to absorb prior to the activity. Note: If the school or students are not equipped with the necessary technology, students can still be given the information prior to the application in class. PowerPoint slides, an outline of notes, completed graphic organizers, or even guided reading for pages from the textbook to read for homework can all accommodate the absence of technology that will still ensure students are exposed to the material and are able to apply their understanding with the below activity.

Part One:

\*Prior to class application:

* The teacher should utilize available technological access to share the Early American information students will need to read and understand. This can be a PowerPoint presentation (sample included in the Resources Section) that is uploaded to the internet for students to access. Sample sites include a class blog, class website, Edmodo, e-Chalk, or other student-accessible site for viewing.
* To accommodate accessibility and scheduling, this PowerPoint should be uploaded well in advance of the date in which it is planned to be executed with Part Two*.* Ideally, students should view this material the day before the day it is due to ensure retention for the follow-up class activity.

Part Two:

The purpose of this lesson is to assess the level of understanding garnered by students from their reading of introductory information for the unit that should have been completed prior to today’s class. Through this differentiated activity, students will assess different modes (poetry, paintings, fiction, and nonfiction) to determine how each piece conveys essential characteristics of the history and literature of Early American writing. Below is a detailed example of a sample application lesson that could serve this effective purpose.

Materials and Preparation Needed:

Set up the following five stations:

* Poetry: Anne Bradstreet’s “To My Dear and Loving Husband”
  + A laminated copy of Bradstreet’s poem should be available at the station for each student to read. If the class is broken into groups of four, for example, four copies of the poem should be made available at this station.
  + Poem available online at <http://www.poetryfoundation.org/learning/guide/238168>

* Paintings: “The Death of Jane McCrea” by John Vanderylyn (1804) and “The First Thanksgiving” by John Lean Gerome Ferris (1621)
  + A laminated copy of each above painting should be available at the station. Both art pieces are available on various internet sites for access by searching with painting name and artist name in the search engine.
  + The teacher should include handouts of the OPTIC strategy (located in the Appendix: CCGPS Grade 11 - Unit 1 - OPTIC) to assist students in their deeper evaluation of the arguments in the visuals in this station.
  + Additionally, a resource (“Visual Rhetoric Unpacking”) is located in the Resources to assist in determining guiding questions for students to model with students to progress their visual analysis skill to independence.

* Novel: Excerpt from Nathaniel Hawthorne’s *The Scarlet Letter* (Lexile 1340)
  + Teachers could use the following section of the text: Chapter two starting at the paragraph beginning “A lane was forewith opened” and concluding two paragraphs later with the ending phrase “for the infant that she had borne.”
  + This excerpt can either be pulled up via technology available to the studetns and classroom, or these excerpts can be made available at the station for students.
  + A digital copy of the novel can be accessed at <http://www.bartleby.com/83/>.

* Nonfiction: “The Mayflower Compact” (Lexile 850)
  + Available at <http://www.historyplace.com/unitedstates/revolution/mayflower.htm>
  + A laminated copy should be made available at the station or the teacher should utilize technology to have the text available for reading when students get to the station.

* Nonfiction: Excerpt from John Smith’s *The General History of Virginia* (Lexile 1590)
  + The opening portion of Book III from *The General History of Virginia* (that includes Smith’s famous “he who shall not work shall not eat” phrase) works well to show authority and control for this lesson.
  + Search Google Books for *Smith: John Smith and the Settlement of Jamestown* and a prime excerpt is located on page 28 of the text. The link is below:<http://books.google.com/books?id=YduXLhLIRWkC&pg=PA28&dq=john+smith+%2B+%22shall+not+eat%22&hl=en&sa=X&ei=r-nKUfyPIJPc8wTFp4GYAQ&ved=0CD0Q6AEwAw#v=onepage&q=john%20smith%20%2B%20%22shall%20not%20eat%22&f=false>
  + Have a laminated copy available at the station or utilize technology to have the text available for reading when students get to the station.

* Graphic organizers – one for each student (see Gr11, Unit 1-Resource B).

* In preparation for the follow-up activity, the teachers should have each of the artifacts ready to display via projector, SMARTboard, or other device for the whole class to view at the end of the activity. The teacher should have a copy of the information students were to read prior to today’s class at their disposal for a clear redirection to key information that will be covered in this lesson.

Information about Materials:

In an effort to prevent guiding students to certain realizations, remove the names and titles of the artifacts at each station. Share this information when the class is brought back together after each group has circulated to each station to conduct their evaluations.

Diagnostic Assessment--Launch:

* Divide students into five equal sized groups and distribute the handout entitled CCGPS Grade 11 – Unit 1 Launch Graphic Organizer (Gr11, Unit 1-Resource B) to each student.

* Explain to students that they will spend an equal amount of time navigating to each of the five stations to collect evidence to the guiding question at the top of their graphic organizer. A sample graphic organizer can be found in the Appendix (Gr11, Unit 1-Resource B). Depending on the length of the class, designate the amount of time students can spend at each station to finish in in time to accommodate the bell schedule, or the lesson can be carried over to subsequent class periods to continue executing.

* Assign groups to their respective stations and instruct them to read and analyze the text at their first station. They are to analyze with the guiding question on their graphic organizer in mind, and then fill out the organizer with their understanding.

* After the allotted time has elapsed, rotate students to the next station. Circulate to each group to assess their level of understanding of the piece and to gauge their developing analysis. Do this until each group has spent time at each of the five stations.

* Bring the students back to their desks for a follow-up lesson.

Formative Assessment -- Whole Class Discussion:

* The task now is to initiate a discussion about the analysis each group conducted on the texts in each of their five stations.

* Display each text for the entire class to see and allow students to discuss their findings with the teacher’s task being to guide them to the introductory information they read/studied prior to today’s exercise. A rich discussion about the historical and literary characteristics and events should develop from both the prior reading and today’s exercise.

* Students should focus their developing understanding of the material (prior reading and today’s artifacts) to the main characteristics and concepts of writing from Early American literature that will now drive their focus when reading upcoming material in the unit.

Lesson Plan #2: Originating Universal Themes in Puritan Poetry

Duration 2-4 Class Periods/120-240 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*. Sub-strands a, c, d, and e are also addressed.*

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RI 5, RI 6, RL 2, RL 6, RL 9, RL 4, RI 4, L2, L4, L6, W6

Lesson #2 Information

Purpose

To apply gained understanding from their acquisition of historical and societal characteristics of Early America, reading Puritan poetry will help students to identify and analyze the characteristics in context of the colonial society. Pairing the Puritan selection with a modern text will help students see the universal nature of writing from its origins to today.

Below is a detailed example of a sample application lesson that could serve this effective purpose using Anne Bradstreet’s “In Honor of That High and Mighty Princess” (1643) paired with Maya Angelou’s “Phenomenal Woman” (1928) to juxtapose perspectives and expectations of America’s “woman” from past and modern times. Students can apply their gained understanding from Lesson #1’s station activity to further analyze Bradstreet’s poem. These texts are paired because of their shared perspective, but a multitude of options are available to pair colonial and modern texts to analyze a shared central idea that will allow the teacher to personalize and create to his/her preference.

The eventual assessment is drawn from a webquest (link:<http://www.lite.iwarp.com/puritweb.html>) that includes the learning progression for the assessment. The final portion of this lesson gives teachers options for extension into similar skills and learning targets for students to complete with new texts based off of this model and pairing of poems with similar themes from varying cultures. Please refer to the Detailed Learning Progression Model – Sinners in the Hands of an Angry God found in the Appendix to build original learning progressions for paired poems that investigate similar themes or commentary from unique and different cultural perspectives.

Lesson Execution

Read the excerpt from Anne Bradstreet’s “In Honor of That High and Mighty Princess” (1643) and the accompanying informational texts. Then, read Maya Angelou’s “Phenomenal Woman” (1928) and the accompanying informational texts.

*Summary: “In Honor of That High and Mighty Princess" is Bradstreet’s poem that focuses on the reign of Queen Elizabeth and the value of women overall. Since Queen Elizabeth I was a woman with political power, after the queen’s death Bradstreet questions whether men will notice the worth of women or will they claim superiority. Since men now know, with Elizabeth dead, they will not be charged with treason for acting authoritative and controlling over women, Bradstreet ponders their possible outright resurgence of active dominance over women.*

Lines from "In Honor of That High and Mighty Princess"

...Now say, have women worth? or have they none?

Or had they some, but with our Queen is 't gone?

Nay masculines, you have thus taxed us long.

But she, though dead, will vindicate our wrong.

Let such as say our sex is void or reason

Know 'tis a slander now but once was treason.

Additional Resources:

Elizabeth I: Gender, Power and Politics

<http://www.historytoday.com/susan-doran/elizabeth-i-gender-power-and-politics>

The Death of Queen Elizabeth I

<http://tudorstuff.wordpress.com/2009/11/03/the-death-of-queen-elizabeth-i/>

Anne Bradstreet Defies Conventions and Defends Women in Early American Literature

<http://voices.yahoo.com/anne-bradstreet-defies-conventions-defends-women-285446.html>

“Phenomenal Woman” By Maya Angelou

<http://www.poemhunter.com/poem/phenomenal-woman/>

Additional Resource:

Analysis of “Phenomenal Woman”

<http://www.helium.com/items/2242230-poetry-analysis-phenomenal-woman-by-maya-angelou>

Summative Assessment

With assistance from the informational texts, and from additional research as indicated, for a summative assessment, teachers have students complete the webquest with a group. This webquest allows teachers to modify the length, level, and look of the final assessment with ease.

Based on the Conclusion area of the webquest, students are brought back together as a class and their focus is redirected back on the opening of this lesson with the pairing of Anne Bradstreet and Maya Angelou.

The teacher conducts a discussion with students about their newly-gained insight into culture and its impact on citizens to see if they now view Bradstreet differently with this new information, citing evidence from their webquest to support their claims. The teacher has students investigate the uncertainties still remaining regarding Angelou’s poem and the cultural influence impacting her writing.

This can extend into an application activity or assessment with students researching the life of Maya Angelou similar to their Anne Bradstreet research, or this can extend even further with students locating two poems of their own to compare similar themes even though the cultural influence on both are unique and may not be shared similarly. If the teacher designs this activity with two different paired poems, the same execution can occur.

Lesson Plan #3: Origins of Controlling and Persuasive Elements of Language

Duration 5-7 Class Periods/300-400 mins

\*FOUNDATIONAL LESSON. See Lesson #3 Information for resource.

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.Sub-strands a-e are also addressed in this lesson.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RI 2, RI 4, RI 5, RI 6 , RL 4, L2, L4 , L5, L6, W7 , W6 , W8

Lesson #3 Information

Purpose:

The purpose of this lesson is to introduce students to the thematic elements of authority, control, fear, and persecution found in Puritanical sermons of Colonial America. Studentswill analyze language to understand the art of crafting a message for an intended audience, and will then begin in an extended learning progression lesson to evaluate the literal, figurative, and rhetorical levels of language emphasized at the end of this unit to lead to the unit’s summative assessment. Digital copies of Edwards’ sermon are available on the internet, including the following location:<http://www.emersonkent.com/speeches/sinners_in_the_hands_of_an_angry_god.htm>.

The resource currently located in the Appendix under the title Detailed Learning Progression Model – Sinners in the Hands of an Angry God (Lexile 1280) defines what a learning progression is, explains what it looks like with a general, text-neutral construction, and provides an exhaustive example of a designed learning progression with a specific text. It also provides what the entire instructional expectation of Lesson #3 in this unit is intended to contain as well. This combination of resources is intended to explain the intended structure and execution of lessons in this unit in addition to serving the purpose to help teachers design rigorous, highly instructive lessons to fit into any unit in their classrooms.

A Georgia Department of Education Professional Learning webcast centered on this specific text, “Sinners in the Hands of an Angry God,” includes an interview with a teacher who implements many of the learning progressions and tasks found in this lesson. This resource can be a valuable tool to see and hear a teacher explain a CCGPS-focused, rigorous lesson that this lesson – and the others in this unit – are designed to mimic. This webcast can be accessed at<https://www.georgiastandards.org/Common-Core/Pages/ELA-Professional-Learning-Webcast-Grade-11.aspx>.

Formative Assessment Resources:

Below are possible organizers and rubrics available for assessment opportunities leading up to the final assessment that are located in the Appendix.

* SOAPStone handout to analyze the important context behind the writing and delivery of a text (Gr11, Unit 1-Resource C).
* Information Text Organizer - Say, Mean, Matter (Gr11, Unit 1-Resource D)
* Rubric for Say, Mean, Matter (Gr11, Unit 1-Resource E)

Culminating Lesson Assessment: Rhetorical Analysis Essay

With the above study of “Sinners” ingrained, students write an analysis where they analyze how Edwards uses literary elements, rhetorical devices, and rhetorical appeals to successfully craft and deliver his speech. Students select what they feel are the most persuasive and successful overall elements to serve as their main supporting evidence. They should use direct textual evidence and quotations where appropriate.

This assessment is intended to mirror the unit’s summative assessment. This will also allow teachers to see what work students need in language, rhetoric, and unit themes to ensure success on the final unit assessment, thus allowing them to tailor upcoming instruction on remaining lessons in the unit.

Lesson Plan #4: Comparison and Evaluation of Puritan Values in Literature

Duration 5 - 7 Class Periods/300-400 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Sub-strands a, b, c, d and e are also met in this lesson.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RI 2 , RI 6 , L2, W5 , W6 , W7 , W8 , W9

Lesson #4 Information

Purpose

This application activity allows students to apply their understanding of Puritan values multiple new texts of study and through an accompanying research component. Choosing new texts is a learning progression for students to demonstrate their skills independent from the teacher. In Lesson #2, paired poems exposed students to shared messages from Early America and Modern America and incorporated research to build understanding of culture, setting, and the elements that influence an author’s writing. In Lesson #3, the focus remained on the shared culture of Jonathan Edwards’ audience that had begun to develop differing beliefs and identities. In this lesson, students’ focus remains on the shared culture of Early America to apply and evaluate their learning to determine the deeper values within the colonial culture.

Below is a detailed sample lesson to complete this important building-block activity. Anne Bradstreet’s “Upon the Burning of Our House - July 10th, 1666” (link:<http://www.poemhunter.com/poem/here-follows-some-verses-upon-the-burning-of-our/>) will serve as the anchor piece for this example. If another text is chosen from Early American writing, there should be a strong focus on God in the poem in order to complete this lesson or a revision of the shared characteristics between the two texts should occur to accommodate teacher design. This lesson remains in Early America instead of modern times to allow one final concentration on foundational values before moving to more current times.

Please refer to the Detailed Learning Progression Model – Sinners in the Hands of an Angry God found in the Appendix to build original learning progressions for this lesson, especially for Step 1.

Step 1. Comparison & Analysis: Anne Bradstreet & Jonathan Edwards

* Using Bradstreet and Edwards’ texts, have students compare and contrast the authors’ viewpoints on the following issues: *eternal life, religious beliefs, human frailties, and God’s relationship to people.* Have students use textual evidence for support from the authors’ texts that are referenced in their writing.

Step 2: Research: Cotton Mather & Michael Wigglesworth

* As individuals, as pairs, or in groups, have students research the above Puritan authors to collect information regarding the following:
  + Images of the author and/or images relating to the author’s work
  + A brief biography of each author
  + A relevant excerpt of each author’s most influential or representative work

Step 3. Analyze, Evaluate, and Predict

* Based on students’ collected evidence and cited examples of student work, have students hypothesize whether Mather or Wigglesworth would prefer Bradstreet’s interpretation of God or Edwards’. Students should ensure they properly structure their justification and use textual evidence and inference based on their growing proficiency of understanding of Early American culture.

Step 4: Summative Assessment

* Depending on time and resources, assess students’ evaluation of the above steps of Lesson #4.
* To incorporate technology, students can create a multimedia presentation that conveys their research, synthesis, and overall conclusion about these Puritan authors and their attitudes towards God. <http://web20toolkit.wikispaces.com/Presentation+Tools>
* In the interest of time, the Step 2 of this assignment can be accommodated to provide students with the visuals and passages much like the Unit Launch to place students into groups, and the final assessment’s duration can be trimmed by having students participate in discussion over their evaluations. Structured discussions like a Fishbowl or Socratic Seminar are excellent options. A resource on Socratic Seminars is provided in the Appendix (Gr11, Unit 1-Resource G and Gr11, Unit 1-Resource H).

Lesson Plan #5: Anchor Quotation Evaluation #1

Duration 1 class period/60-90 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Sub-strands a, b, c, d, and e are also met in this lesson.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RI 2, RI 4 , RI 5 , RI 6 , RL 4, L2, L4 , L5 , L6 , W2, W7 , W8, W10

Lesson #5 Information

Purpose

The entirety of Unit 1 is divided into three sections with each section sharing unique similarities amongst the texts that build theme, skill, and overall understanding of the history and society that students will carry with them to other divisions of the unit for deeper understanding. After completing Lessons 1-4 of this unit, students are to complete the following writing to engage in a synthesis of sources to create arguments of the lives of Early American writers that still influence the masses of today’s 21st century populace.

Prompt and Summative Assessment

\**The following assessment and the Anchor Quotation can be modified to be based off of a different quotation. This example can be implemented with aligned rigor and fidelity, or a quotation of comparable depth that lends itself to the shared messages from the prior texts of this unit can serve as a suitable replacement. Even though this lesson comes after ample instruction and various exposures to texts, beginning the unit with a close-reading and learning progression analysis of the quotation to spark student interest and dialogue into the message can further anchor progressive learning as you build this assessment. Also, this assessment can take many shapes -- routine writing or short essay depending on teacher preference.*

Dante Alighieri is a famous Italian poet and author of the epic masterpiece *The Divine Comedy* (c. 1308) which explores the author’s journey through Hell, Purgatory and Paradise in an effort to gain an awakening to many facets of life, including personal issues to larger issues plaguing Dante’s society and government in Italy. Throughout his journey, Dante meets many familiar faces from history, religion, philosophy, science, and even from his hometown in Florence, Italy, and in “Inferno” -- the first section of *The Divine Comedy* -- Dante is given the following advice to take back with him after his journey: “Consider your origins: you were not made to live as a brute, but to follow virtue and knowledge” (“Inferno”, Canto 26).

Assess the advice given to Dante and, as the quote commands, consider the origins of American Literature as studied in this first division of the unit. Using the Puritanical authors and texts studied as evidence, how do these authors uphold this advice? Explore the ideas of virtue and knowledge embedded within their respective writings that display how each writer attempts to “not live as a brute” themselves and are thus attempting to spread this message to their audiences so that they can do the same in turn.

Example Execution

Below is a general sample learning progression for close reading of a quotation, outline for writing, and execution of task along with imbedded examples for this quotation that can be applied to this lesson, similar quotation lessons in this unit, and all close reading lessons of texts executed by teachers.

1. Students should read the quotation for understanding where they highlight each verb in the message.

* Key verbs are *consider*, *live,* and *follow*.

1. Conduct discussion of the verb(s) and what the author intends for the recipient of the message to do in return with the message.

* *Consider* where they come from (culture, setting, community, religion, etc.), *live* (or not live) a certain way, and *follow* proper guidance and ideas based on their origins.

1. Conduct discussion on other key words in the quotation to ensure students not only understand all important terminology but that they conduct discussion into the central idea(s).

* *Origins, brute, virtue, knowledge*.

1. Have students apply the idea of the quotation to examples (reading, observations, experiences, etc.). Students should collect and document their evidence prior to writing.

* In this case, the prompt guides students to focus on the specific texts of Lessons 1-4. Therefore, students should return to this library of readings to begin identifying and pulling evidence to analyze, evaluate, and apply.

1. Students respond through writing how the action(s) and idea(s) of the quotation are seen by using examples supported with ample evidence.

* Execute provided sample writing prompt.

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Unit 1 - Division 2

Instructional Lessons 6 - 9

Anchor Quotation: “Whatever words we utter should be chosen with care for people will hear them and be influenced by them for good or ill.” -- Buddha (Lexile 1240)

Lesson Plan #6: Modern Times, Modern Issues -- “Witch” Huntingin Texts and Cartoons Duration 2-3 Class Periods/120-180 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RI 2, RI 3, W2

Lesson #6 Information

Purpose:

The purpose of this activity is to initiate the understanding that the same ideas and social issues that were present when our country began are still present today. This lesson specifically discusses how the witch hunting of the 17th century was not isolated endeavors – witch hunting, in similar and different ways, has continued to exist (and still exists today!). This topical choice brings in more discussion of the American Literature-specific subjects that allow a bridge from the colonial era to present. Continued discussion of perspectives with God, religion, civilian expectations, and how society can be controlled by those in authority, but even by few words of an everyday citizen will occur in this lesson. Below is a detailed example of a sample lesson that could serve this effective purpose.

This lesson can be applied to any lesson that centers on shared ideas that span through centuries. Larger big ideas like hysteria, inequalities, social change, morality, courage, and injustice can work for this assignment in any classroom grade level or setting.

Instruction: Part One

To introduce the concept of witch hunting, the powers of hysteria, the power of the spoken word, and the ideas of fear and persecution usually seen with this act, the suggested resources below describe modern day witch hunts across our globe. Above each link is a brief explanation of the topic, location, and content for the modern day witch hunting material found in the link. Teachers can choose one text for a whole class read and discussion, can pair students together with a text(s), can choose multiple texts to jigsaw with a class, or can allow students to investigate the collection at their own discretion to contribute to small group or whole class follow-up discussion.

Determine a purpose for reading for students based on the themes suggested at the opening of this lesson and create a learning progression for students to follow to identify, analyze, and understand the elements of language used by the authors of each article to achieve the intended conveyance of the central ideas of witch hunting in all articles.

Prior model execution of lessons have provided various detailed learning progressions to help teachers “see” the lesson in action and how to progress skills and learning targets. Please refer to the Detailed Learning Progression Model – Sinners in the Hands of an Angry God found in the Appendix and/or to the embedded examples in prior lessons to build original learning progressions for this lesson for successful execution of the learning targets.

1. “Congo casts out its ‘child witches’” from The Guardian, 2003.

* This article tells of the 30,000 abandoned children in the poverty and disease stricken Congo and how parents label their children as “witches” in order to receive no punishment for kicking them to the streets to avoid having to care for them with their limited means. Link:<http://www.guardian.co.uk/world/2003/may/11/congo.jamesastill/print>

2. “‘Witches’ – accusations of sorcery still drive women from their homes in Africa” from Newsweek Magazine, 2011.

* Backed by jealousy over success, finance, and other reasons, women in Ghana are exiled from their homes due to being labeled a witch. Witch camps are comprised of women and children ages eight to the elderly years. A wrongful look today can lead to exile as the power of language and the power of envying of others continues to destroy the hopes, ambitions, and talents of those attempting to thrive in Africa. Link:<http://www.thedailybeast.com/newsweek/2011/09/11/accusations-of-sorcery-still-drive-women-from-home-in-africa.html>.

3. “Herbert calls for investigation into list of 1,300 identified as illegal immigrants” from Deseret News, 2010.

* This article discusses the vigilante group named the Concerned Citizens of the United States and how this group searches for and identifies citizens who they believe are illegal immigrants. Many labels are misplaced and hysteria ensues in this Salt Lake City community. Link:<http://www.deseretnews.com/article/700047867/Herbert-calls-for-investigation-into-list-of-1300-identified-as-illegal-immigrants.html>

4. “Lance Armstrong stripped of all 7 Tour de France titles, banned for life” from Fox News, 2012.

* In the early trial days of Lance Armstrong’s 2012 doping lawsuit, the former pro-cycler referred to the allegations made towards him of alleged use of performance enhancers as a “witch hunt,” thus citing that those around him – from critics to teammates – were out to get him and was creating unnecessary hysteria and chaos. After the court case came to a close, we the audience were able to see that the initial accused labeling turned out to indeed deem Armstrong as a modern day “witch.” Link:<http://www.foxnews.com/sports/2012/10/22/decision-day-for-lance-armstrong/>

5. “Modern-day witch hunts: Broadly targeting the Muslim community is antithetical to America” from Cavalierdaily.com in Virginia, 2010.

* This article tracks the opposition of building a Muslim mosque near the memorial site of the September 11, 2001, terrorist attacks. The author tracks the abundance of misleading information from the Muslim culture to the actual building of the mosque in New York City to discover the power of labeling. Link:<http://www.cavalierdaily.com/article/2010/11/modern-day-witch-hunts/>.

Formative Assessment: Precis

Multiple suggested assessment pieces:

* Have students write a precis summary of their article. <http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/instructions/rhetorical_precis_format.html>
* Have students use the Color Editing for Persuasion (Gr11, Unit 1-Resource F) to identify and analyze the key style and language in play. This option would be effective for students who need more practice in locating and analyzing parts of argument.

Instruction: Part Two

The second phase of this lesson connects the modern-day witch hunting to its Early American origins. Each activity is deemed as optional as this portion can be skipped to go into the following lesson. However, valuable resources to ignite student interest and begin building understanding of what is to come in upcoming lessons is found in each below resource.

* OPTIONAL - Small Group Research/Technology: EDSITEment’s Launchpad, Understanding the Salem Witch Trials <http://edsitement.neh.gov/lesson-plan/understanding-salem-witch-trials#sect-introduction>
* OPTIONAL - Enrichment Activity #1: *National Geographic’s Interactive Media Spotlight* - Can you survive Salem's witchcraft hysteria? <http://www.nationalgeographic.com/features/97/salem/>
* OPTIONAL - Enrichment Activity #2: PBS Secrets of the Dead Interactive - Case File, The Witches Curse <http://www.pbs.org/wnet/secrets/previous_seasons/case_salem/index.html>

Lesson Plan #7: Modern Times, Universal Issues

Duration 3 - 5 Class Periods/180-300 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Sub-strands a, b, c, d and e are also met in this lesson.

Priority Standard W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RL 3 , RL 5, SL 1, SL 2, SL 3, SL 4, L1

Lesson #7 Information

Purpose

The purpose of this activity is show the relevance of American literature and how the prior lessons’ focuses on key themes are seen in Modern America. The sample pieces below contains excerpts from Arthur Miller’s *The Crucible* (1953) that are intended as a sample lesson that could serve the effective purpose of making the themes, topics, issues, and language of America’s past relevant to recent life through the shared lens of the central idea of witch hunting. Other texts can be substituted for this lesson and Lesson #6 to represent another central idea from Early America that is still active, influential, and relevant to our lives today (ex: other examples of fear, hysteria, and persecution, perspectives of religion and how citizens should live their lives, or politics). In this model, students will study Miller’s intent with *The Crucible*, will explore the witch-like hunting of Communists in Miller’s modern America (with provided enrichment and extension opportunities), and will establish a foundation to analyze why Salem of 1692 is the exemplar setting for Miller -- and other writers -- to use as a setting to convey such powerful commentary that is displaced from present day.

Please refer to the Detailed Learning Progression Model – Sinners in the Hands of an Angry God found in the Appendix and/or to the embedded examples in prior lessons to build learning progressions for this lesson for successful execution of the learning targets based on the ideas and purpose of this lesson.

Part One

Visual Analysis of Witch Hunting Cartoon (or cartoon that connects the shared central idea of Early America and Modern America).

* Utilizing technology, the teacher pre-selects additional websites or actual political cartoons depicting witch hunts. These cartoons or sources are distributed to students for analysis. This would also be an engaging way to refresh student learning from the prior lesson on modern day witch hunts through this new medium.
* Transition to engage in an activity to analyze a political cartoon linking McCarthyism to the Salem Witch Trials. An example cartoon is provided in the Appendix (Gr11, Unit 1-Resource ).
* Conduct a mini-lesson on the important information of McCarthyism, the Red Scare, and Communism’s place in 1940s and 1950s America.

Part Two

Transition to *The Crucible* (or a text that depicts the shared central idea of Early America and Modern America).

● Have students read Miller’s “Why I Wrote *The Crucible*” to connect the prior lesson’s focus of modern day witch hunting to his explicit focus on the act with *The Crucible*. Available at<http://www.dlackey.org/weblog/docs/Why%20I%20Wrote%20the%20Crucible.pdf>.

● Through annotation, have students identify the various reasons why Miller claims to have written his masterpiece with an assigned color. With a different color, have students identify information pertaining to Communism and McCarthyism of Miller’s modern America of the 1940s and 1950s.

● After students have read and identified their information, have students get into groups to discuss their findings to decide definitively why Miller wrote *The Crucible* as well as creating an outline of the major elements of Communism’s plague on America.

Part Three

Students should read excerpts of *The Crucible*. Reading the play in its entirety is not purposeful as the goal is not for them to simply know the story; instead, identify key quotations and excerpts that convey important themes and messages studied thus far in the unit. Below are sample excerpts from *The Crucible* along with excerpts from the 1996 movie version of the play (Rated PG-13), all of which could serve well as close reading excerpts to study fear, hysteria, persecution, authority, control, and mastered understanding of Puritan life from America’s colonial past. This is a progression of ideas of witch hunting from modern day to Salem though the same shared central idea.

Please refer to the Detailed Learning Progression Model – Sinners in the Hands of an Angry God found in the Appendix and/or to the embedded examples in prior lessons to build learning progressions for this lesson for successful execution of the learning targets based on the ideas and purpose of this lesson.

Text:

*The Crucible*, Act Two:

Elizabeth: The Deputy Governor promise hangin’ if they’ll not confess, John. The town’s gone wild, I think. She speak of Abigail, and I thought she were a saint, to hear her. Abigail brings the other girls into the court, and where she walks the crowd will part like the sea for Israel. And folks are brought before them, and if they scream and howl and fall to the floor – the person’s clapped in jail for bewithchin’ them.

*The Crucible*, Act Two:

Proctor: I’ll tell you what’s walking Salem – vengeance is walking Salem. We are what we always were in Salem, but now the little crazy children are jangling the keys of the kingdom, and common vengeance writes the law!

Film:

*The Crucible*, 1996 Version (Rated PG-13). Starring: Daniel Day Lewis, Winona Ryder, Paul Scofield: Scene where the villagers are laying stones on Giles Corey – through the end of that scene where Corey says, “More weight” and then goes lifeless

*The Crucible*, 1996 Version (Rated PG-13). Starring: Daniel Day Lewis, Winona Ryder, Paul Scofield: Scene where Proctor is in court and they summon Elizabeth to verify his testimony – go through the point at which Elizabeth does not tell the truth and they both realize the implications of that error

*The Crucible*, 1996 Version (Rated PG-13). Starring: Daniel Day Lewis, Winona Ryder, Paul Scofield: Scene where Proctor is asked sign his testimony as proof and he refuses, tearing the document in front of the officials of the court

Assessment: Socratic Seminar

Have students participate in a Socratic Seminar over their close reading evaluation of the excerpted quotations and passages from *The Crucible*. Available resources in executing and grading Socratic Seminars can be found in the Appendix (Gr11, Unit 1-Resource G and Gr11, Unit 1-Resource H).

Synthesis of Lesson

Bridge the different portions of the lesson together to conclude the lesson in its entirety. From the cartoons to the excerpts of *The Crucible*, have students determine the key arguments regarding hysteria and the nature of witch hunting. Even though the term “witch hunting” exists today, people are not hanged, exiled, or jailed in these extreme forms like Early America so why do we use this common language. What purposes are served through this sad and universal act of hunting? How do the mediums of visuals and drama work similarly and differently to convey these messages? What are the strengths, weaknesses, limitations, and benefits of each medium?

This assessment can be in various forms from writing to discussion to creating a product. If the teacher chooses to focus on a different central idea different from witch hunting, similar guiding questions can steer students into performing a task to assess their level of proficiency and understanding.

Lesson Plan #8: Evaluating the Impact and Importance of Setting

Duration 1 - 3 Class Periods/60-180 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Sub-strands a, b, c, d and e are also met in this lesson.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RI 2, SL 1, SL 4, L 1

Lesson #8 Information

Purpose:

Many lessons thus far have focused on central ideas, the use of language, structuring and supporting an idea, and targeting audiences. Another key element is setting and students have discussed setting on individual cases, but pulling their studies together through synthesis will help open students’ eyes to the similarities, differences, and benefits of authors using the same setting to convey their messages.

What is it about the colonial setting that allowed Jonathan Edwards to use language to effectively control the populace? Why did Arthur Miller venture close to 300 years in the past to provide social commentary on current 1950s life instead of remaining present day? Why has Nathaniel Hawthorne used our colonial past for the basis of many of his short stories and *The Scarlet Letter*? This lesson is designed to synthesize the studied texts involving New England in the late 1600s for students to grasp the past and present importance of the colonial setting and how it serves as a vehicle for conveying important messages from authors regardless of time.

Below is a detailed sample lesson that involves studied texts and also include other possible pairings to complete this important activity that serves as a bridge into the final portions of this unit. The primary skill targeted in this lesson is a deep analysis of individual texts that is then synthesized through this analysis and identification of supporting evidence to draw a summative conclusion about the larger, central idea of the sources.

Suggested Texts for Use -- Select 3 for adequate synthesis:

* Exemplar poems by Anne Bradstreet of high rigor (“Upon some verses...”)
* Edward Taylor’s poem “Huswifery” (<http://www.puritansermons.com/poetry/taylor14.htm>)
* Jonathan Edwards’ “Sinners in the Hands of an Angry God” (Lexile 1280)
* Nathaniel Hawthorne’s *The Scarlet Letter* excerpts (Lexile 1340)
* William Bradford’s *Of Plymouth Plantation* excerpts (Lexile 1150)
  + Text available at <http://www.histarch.illinois.edu/plymouth/bradford.html>
* Arthur Miller’s *The Crucible* excerpts (not previously studied)
* Patrick Henry’s “Speech in the Virginia Convention” (Lexile 950)

Execution:

* Set up stations so that each contains a reading passage from the texts that you choose. Provide enough copies at that station for each student (as the class travels around in groups) to read and evaluate the information.
* Distribute each student a graphic organizer that contains a guiding, essential question that students are to respond to as they venture from one station to the next. At the bottom of the organizer is room for students to synthesize their observations and evaluations to come to an overall conclusion on the importance of the colonial setting. The organizer is provided for in the Appendix (Gr11, Unit 1-Resource I). Instruct students to begin circulating to each station.

Assessment:

* The second organizer (on the back of the resource above) should be completed as the groups finish all rotations. Distribute to students a Post-It note and have students write their synthesized response to post in each corner. Based on this sharing of information, the group should further synthesize their individual responses to develop a group response to place in the center of the organizer. Provide each group with a poster-size piece of paper to write their conclusive observation to post in front of the room to anchor a whole class discussion when all groups have finished.
* Student responses should navigate to the following themes and topics: hysteria, the power of language, the “mob mentality,” strict traditions, fear, strict conservatism, etc.
* Bring the class back together to have students share their findings to participate in whole class discussion. They should have filled on the front side of their organizer as they circulated from station to station.
* Room for further analysis can develop if the teacher desires to reinforce structured writing for students to generate claims and provide supporting evidence and analysis.

Modification/Adaptation

Like all other lessons in this unit, the structure of this modeled lesson can be used for any central idea to evaluate setting. A compilation of sources to look at any setting would execute the same purpose just like colonial New England in this example. When teaching other foundational, classic, or modern texts in American Literature (or any course for that matter), this activity can be useful to assess multiple authors’ points of view on a subject or setting by simply locating sources that share the same central idea, theme, or element. This is higher-order thinking and rigorous activity begins with close reading and provides multiple synthesis opportunities before the lesson concludes.

Lesson Plan #9: Anchor Quotation Evaluation #2

Duration 1 class period/60-90 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Sub-strands a, b, c, d and e are also met in this lesson.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

W9, L1, L2

Lesson #9 Information

Purpose:

Division 2 focuses on Modern America’s connection to its Puritanical origins and this return to Division 2’s anchor quotation bridges the past and present through the similar use of language. Students take the individualized understandings of each division and put the pieces together through writing by looking through the same, shared lens.

Prompt and Summative Assessment:

\**The following assessment and the Anchor Quotation can be modified to be based off of a different quotation. This example can be implemented with aligned rigor and fidelity, or a quotation of comparable depth that lends itself to the shared messages from the prior texts of this unit can serve as a suitable replacement. Even though this lesson comes after ample instruction and various exposures to texts, beginning the unit with a close-reading and learning progression analysis of the quotation to spark student interest and dialogue into the message can further anchor progressive learning as you build this assessment. Also, this assessment can take many shapes -- routine writing or short essay depending on teacher preference.*

Buddha is a global figure known for many teachings and philosophies, some of which is the notion of ethics, correct understanding, and enlightenment. One of Buddha’s most memorable assertions is the following: “Whatever words we utter should be chosen with care for people will hear them and be influenced by them for good or ill.”

Consider the texts from this Division 1 and Division 2. How do the actions, people, and the power of words involved in these scenarios relate to Buddha’s quotation and philosophies? Focus the evaluation on the shared theme of the power of words amongst all texts in this division.

Execution

A general and detailed learning progression for close reading of a quotation and steps to take to build to analysis, synthesis, and structured writing was included in Lesson 5 that can serve as a similar tool for execution of this lesson.

Because of the ample writing conducted throughout the unit to this point, coupled with the Lesson 5 activity that focuses on the central idea of a small text (quotation), students at this point in the overall unit should need less teacher modeling and guidance. For struggling students, walking them through each stage of the sample learning progression can better assist them in reaching proficiency with this task. Other students should be able to begin a few steps in the progression to identifying evidence that supports the quotation’s central message. Providing them with the complete steps for this assignment can ensure they have the resource available to complete this lesson with success.

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Unit 1 -- Division 3

Instructional Lessons 10 - 14

Anchor Quotation: “Because power corrupts, society's demands for moral authority and character increase as the importance of the position increases.” -- John Adams, America’s Second President (Lexile 1210)

Lesson Plan # 10: Revolutionary Virtues of Universal Nature

Duration 1-2 Class Periods/60-120 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI9

Analyze seventeenth-, eighteenth-, and nineteenth-century century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RI 2 , SL 1, SL 4, L1

Lesson #10 Information

Purpose

The purpose of this assignment is to set the universal foundation of ethical, virtuous morals that are often the subject of ample writing from Early America to present day. This activity is designed to assess the foundation of Benjamin Franklin’s revolutionary idea of the Thirteen Virtues that should guide citizens towards cultivating a prosperous country as colleagues with others. This activity also serves as a launching pad into critical analysis of the values, topics, themes, purposes, and elements of language that often saturate speech. Furthermore, this lesson is intended to anchor discussion of “connective tissue” through upcoming lessons where students investigate and analyze modern speeches and foundational texts of the Revolutionary era.

The general purpose of this lesson is to set up a focus on the multiple lessons that investigate the Revolutionary era of America’s history by focusing on the CCGPS.ELA11-12 standard RI 9 that focuses on the foundational U.S. documents, many of which come from this time. Instead of using the model and sample texts for this lesson, other texts and sources can be substituted that are able to embody broader big ideas found in America’s foundational texts that are also backbones of writing since the Revolutionary age.

Instruction

For example learning progressions for close reading and visual argument analysis, please refer to prior lessons for that information if necessary, and/or see the document in the Appendix. Many students may be nearing the point that they are able to complete the first steps of the learning progressions for these skills intuitively, but resources are available for student and teacher guidance.

* Have students read the U.S. Department of State’s “Diplomacy in Action” with the purpose for reading intended to have students familiarize themselves with the vocabulary of Franklin’s definitions of virtuous characteristics. Students should also participate in dialogue (neighbor partners, pairs, small group, whole class) focused on their perspective of Franklin’s virtues, his interaction with Quakers, and the relevance of this lesson to the values of today. A transcript of this article is available in the Appendix (Gr11, Unit 1-Resource J).
* An additional resource is included that presents today’s debate with ethics and virtues. These video clips provide modern videos of the virtues in action that are excellent launching points to connect Franklin’s observations with the modern world. These videos are located at the following site:<http://www.values.com/inspirational-stories-tv-spots>.
* An excellent engagement idea is to locate excerpts from television or film that show these virtues in action. A well-known example is a scene from *The Dark Knight* (Rated PG-13, 2008) where The Joker boards prisoners on one ship, innocent civilians on a separate ship, and causes both to break down in the harbor so that he can inform the boats that they are in possession of the other boat’s trigger to the explosives in the cargo hull of the ship. The Joker explains that both ships have one hour to pull the trigger to blow up the other ship and if they do not then he will blow them up. Camera shots go between both ships as many people debate about what action to take, virtuous or not. Batman and The Joker also engage in this discussion. The clip is *very* suspenseful and lasts approximately 10-15 minutes. It is a great, modern example to use.

Assessment: Formative

* Conduct rich discussion surrounding Franklin’s virtues and the video clips. Discuss students’ thoughts on Franklin’s claims regarding these virtues, how present (or absent) students think they are today, call for students to provide examples from their life observations, and have them look forward to the founding of America’s independence and how these virtues apply to this scenario. How virtuous will Revolutionary soldiers be with their battles? What about their act in general: does it embody virtuous characteristics? What about wars conducted since then?
* DISCUSSION: This discussion can be a Fishbowl or a Socratic Seminar or can be as simple as whole group discussion. All options will call for students to pull evidence from the sources for their evaluation.
* ROLEPLAY: Creating a debate involving scenarios where students have to decide how to respond can be an excellent engagement activity to have students evaluate choice, consequence, and how we often lack virtues in times of need.
  + ROLEPLAY EXAMPLE: Select a student and tell her that she has stumbled upon information regarding gossip about her best friend on a social media site. Several students within their school are commenting on the post and the information is untrue and petty. Ask the student what she will do. Will she respond back to defend her friend? Will she notify her friend about the situation? Or will she remain silent? According to Franklin, we should silence ourselves and avoid trifling conversation according to his virtues. It can be expected that the majority of students will not choose to remain silent, thus giving you the opportunity to engage in rich dialogue about why we speak up, why we should remain silent according to Franklin, and why and how society has changed to where this virtue is often absent from our daily lives to the point that social media creates issues that are easily avoidable.

Lesson Plan #11: Revolutionary Rhetoric Alive Today

Duration 2-3 Class Periods/120-180 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Sub-strands a, b, c, d and e are also met in this lesson.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

W5 , RL9 , RI 2, RI 5, RI 6, RI 9

Lesson #11 Information

Purpose:

The purpose of this activity is to add another bridge the foundation set so far in this unit with understanding of Early America to modern society and the similar issues we face today – collectively and individually. Students have looked at universal messages and how they are a shared characteristic of people over time. Prior lessons have also helped to focus students on how setting -- Colonial New England, for example -- can convey these universal messages over the span of time. In this lesson, attention shifts to audience as students evaluate the message’s intended audience, the role of the setting, and the strategies used to successfully relay that message. The upcoming emphasis on Revolutionary rhetoric will illuminate a historical understanding of the shift from Puritanical religious fervor to the power of rationalism; however, spanning time to show similar tactics alive today will help students understand and appreciate foundational, primary sources more with this perspective in mind to continue the focus on universal issues.

Below is a detailed example of this activity with a suggested collection of modern day speeches that allow students to examine the relationship between speaker, audience, and the tools to balance them all. This is a general activity that can be implemented in any classroom at many levels based on its intended purpose. Below is a collection of modern speeches that demonstrate similar strategies, purposes, and/or elements of rhetoric and persuasion to The Declaration of Independence, a foundational U.S. text explicitly mentioned in the following standard: CCSS.ELA11-12 RI 9. This list is quite varied and includes accompanying video with audio in addition to the transcript to help appeal to all learning styles. The texts also expose students to scenarios that they should have some understanding of in their current lives, which makes the continuation of the study of rhetoric more relevant and applicable as this unit moves towards a focus on The Declaration of Independence.

Instruction:

Conduct a brief lecture/discussion of the rhetorical triangle (visual available at<http://www.public.asu.edu/~jvanasu/rhet-triangle.htm>) and venture into a reading of the speeches below to have students apply their understanding of the rhetorical triangle to the speech.

It is recommended that teachers refer back to the Detailed Learning Progression – Sinners in the Hands of an Angry God as this lesson, activities for the Declaration of Independence, and the Unit Summative Assessment all require students to conduct higher-order critical thinking as outlined in detail in this learning progression resource.

Using one of the speeches (or another speech of the teacher’s choice) to model the close reading of language and rhetoric experience earlier in the unit with “Sinners in the Hands of an Angry God” would serve as a solid refreshment for all students or for those struggling students in need of scaffolding to this assignment and upcoming lessons.

\*\*It is key to keep in mind the overarching theme and other enduring “big ideas” of the unit to help produce a solid understanding of relevance from the speeches below with the 18th century speeches coming up in the next lesson in this unit. It is recommended to return to the chosen speech/speeches while completing (and after completing) the next activity to concretely connect all texts over time.

1. Sarah Palin’s 2013 NRA Speech

* Video and transcript:<http://lybio.net/tag/read-the-sarah-palin-nra-full-speech-2013-news/>.

2. Barack Obama’s Second Inaugural Address – 2013

* Video:<http://www.whitehouse.gov/blog/2013/01/21/second-inauguration-barack-obama>
* Transcript (this link can also be found on the page above to the video of Obama’s address):<http://www.whitehouse.gov/the-press-office/2013/01/21/inaugural-address-president-barack-obama>

3. Susan B. Anthony’s “On Women’s Right to Vote” – 1871

* Text:<http://www.historyplace.com/speeches/anthony.htm>

4. Mitt Romney’s “Faith in America” – 2007

* Video and transcript:<http://www.americanrhetoric.com/speeches/mittromneyfaithinamerica.htm>

5. Louisiana Governor Kathleen Blano’s address to a joint session of the Louisiana state legislature regarding Hurricane Katrina – 2005

* Video and transcript:<http://www.americanrhetoric.com/speeches/kathleenblancokatrina.htm>

Formative Assessment Options

Students should produce a written response of multi-paragraph length evaluating the author’s central idea and the strategies most effective in relaying the message to the intended audience. This writing should be of equal or greater length than prior occasions to scaffold expectations towards to proficiency level awaiting students in the unit summative assessment.

A synthesis of the central ideas of each of the speeches used for this activity can provide the teacher with the opportunity to target key observations in the students’ evaluation that can be linked to prior topics such as issues in both Early and Modern America (i.e., hysteria, fear, authority, control, inequality, virtues, persecution, and discrimination, among countless others).

Lesson Plan #12: Analyzing Political Cartoon from Revolutionary America

Duration 1-2 Class Periods/60-120 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RL9, RI 2, RI 5, RI 6, RI 9

Lesson #12 Information

Purpose

The purpose of this lesson is for students to apply their close reading skills that have sharpened through various learning progressions and opportunities for advancement to a visual argument. This occurred on a basic level in a prior unit through an example using political cartoons depicting the idea of witch hunting (or variations of a shared central idea or message). In this lesson, the action of the student is progressed to a higher level that will allow students to make inferences and evaluations of the visual to compare, contrast, and apply to understandings from prior lessons.

To serve as an example in action, this lesson detail below applies close reading strategies to a famous, influential political cartoon from the Revolutionary age: Benjamin Franklin’s “Join or Die” lithograph. Overall discussions regarding language, rhetoric, authority, and control should be extended and applied to today’s visual analysis to then set up the next lesson of The Declaration of Independence.

Execution

* Make Franklin’s cartoon available for students (projection, through technology, or hard copy). (see Appendix: Gr11, Unit 1-Resource K)

OPTION 1 - *intended for Advanced Learners*: Provide students with the OPTIC handout to analyze the cartoon (see Appendix: Gr11, Unit 1-Resource A).

OPTION 2 - *intended for whole group instruction*: Guide students through a visual analysis using a resource from the Library of Congress Observe, Reflect, and Question <http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf>

OPTION 3 - *intended for small group instruction*: In small groups, students work through a visual analysis using a “leveled” interactive template designed and developed by the Education Staff, National Archives and Records Administration <http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf>

* Using whatever option chosen for your collective classroom, students should arrive at a conclusion about the message of the picture and the tools present to achieve the purpose of the message. Guide discussion on how this cartoon is able to influence the colonists through varying characteristics and elements found in the image.
* Juxtapose this image with a text from a prior lesson that instructed students to determine the message and the elements used to construct and convey the message. The below example suggests possible pairings of varying complexity and mediums:

i) Juxtapose Franklin’s lithograph with a witch hunting political cartoon to determine similar elements and unique elements of the text that lead students into discussing which is more effective/persuasive and how that is achieved.

ii) Juxtapose Franklin’s lithograph with an excerpt from “Sinners in the Hands of an Angry God” (preferably a small portion that includes language intended to cause the audience to act some certain way). What conclusions can students derive from the visual and the text in terms of shared elements of persuasion?

* How are Franklin’s virtues in action in this visual argument? Students should provide great discussion and insight into the visual in comparison to the prior lesson on his observations on virtue.
* Assessment opportunities exist for students to write using evidence as support, to justify what the most effective element is in the cartoon in isolation or the most effective element from the juxtaposition of persuasive texts.

Learning Progression

The three options for visual analysis and the juxtaposition of the persuasive texts are a noticeable progression of learning skills for students. A high emphasis on evaluation and synthesis, especially between two different mediums, is an excellent example of complex, rigorous thinking students should be exposed to frequently throughout any unit.

Lesson Plan #13: Close Reading of Foundational Revolutionary Text

Duration 3-5 Class Periods/180-300 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI9

Analyze seventeenth-, eighteenth-, and nineteenth-century century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Sub-strands a, b, c, d and e are also met in this lesson.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

RL9, RI 2, RI 3, RI 5, RI 6, RI 8, RI 9, W2, L2

Lesson #13 Information

Purpose:

The purpose of this lesson is to continue the progression of close reading analysis and annotation introduced earlier in this unit to a high proficiency level that should require students to conduct ample work without the need for teacher modeling, scaffolding, and guidance. For those still struggling, those steps should be taken, but student ability should be advancing towards a majority being able to complete this application lesson with more independence. This is the final exposure and practices students will have prior to the upcoming summative assessment for the unit.

Below is a detailed example of a sample lesson of close reading with text-dependent questions that could serve this effective purpose designed with Thomas Jefferson’s The Declaration of Independence (Lexile 1350), a foundational U.S. text (CCGPS.ELA11-12. RI 9). Other texts are suggested within the wording of the standard itself and in the span of the 17th and 18th centuries to satisfy meeting this standard. If another text is substituted for suggested text below, consult proper lexile range and placement from history to satisfy all learning targets and continuity of texts and central ideas.

Focus Questions:

* How do key declarations in American writing influence the masses?
* How can writing be used to influence citizens to elect or choose to rebel against their government?
* How can a declaration of revolt become justified within a society?

General Execution

* Several detailed examples and various resources on learning progressions are available in prior lessons and in the Appendix to build the entirety of this lesson. General overviews, directions, and explanations are below. The teacher is expected to fully develop the lesson based on prior examples and instructions.
* Begin the lesson with a cold reading that is student guided (using annotation or active reading strategies as scaffold with text-based questions).
* Conduct a standards-based discussion focused on Jefferson’s use of literary and rhetorical elements and that include author’s voice, tone, diction, syntax, parallelism, anaphora/repetition, apostrophe, rhetorical appeals, etc. Conducting a mini-lesson on parallel structure will help guide students with their close reading analysis.
* Tone exercise: Break “The Declaration of Independence” into chunks for group work to rewrite and determine tone. Share with class to form discussion into inferences and similarities in tones and diction choices.

Extension and Enrichment Suggestions

Option One:

Use Elizabeth Cady Stanton’s “Declaration of Sentiments” (Lexile 1490) to conduct a rhetorical analysis of the tools used by Stanton as a model of The Declaration of Independence if students either need further practice, refinement or extension on close reading and/or the elements of rhetoric.

Students can identify and analyze key uses in rhetoric, the effectiveness of the tools, compare and contrast to The Declaration of Independence to evaluate how Stanton adapts Jefferson’s style of writing and use of tools. Further evaluation of the following can occur: the audiences and purposes of each piece, and the success and failure of Stanton’s mirror of The Declaration of Independence.

Having a guiding question to bridge The Declaration of Independence and the Declaration of Sentiments will help students with their synthesis. Ex: *What elements of rhetoric, syntax, and style are shared between both Jefferson’s and Stanton’s declarations?*

Below are sample assessment questions:

· Why did Stanton’s speech not catch on as much as “The Declaration of Independence”?

· What elements contributed to its lack of success?

· How could her writing/speech be made more effective?

Option Two:

Use Elizabeth Cady Stanton’s Declaration of Sentiments as a practice DOK level 3 and 4 multiple choice and constructed response lesson to pair alongside Jefferson’s Declaration of Independence. A good model would be to look at AP-style question construction and prototypes found on the internet.

Text-Based Questions and Discussion Tasks:

Below are sample text dependent questions for chunked section of The Declaration of Independence intended to give a model on the types of questions to ask throughout the document as students conduct a close reading. As students navigate through the close reading, the teacher should focus students on the vocabulary of the piece in context to isolate, extract, and analyze key choices in diction within the document that are instrumental in achieving the overall intended outcome. For further example, refer back to the Detailed Learning Progression – Sinners in the Hands of an Angry God for further samples of text-dependent questions that focus on the same elements of language as below.

Chunk One: Preamble and First Paragraph

* Diction exercise into title – why is it called a “declaration” and what does it mean to declare?
* Why is it not called a “proposition” of independence?
* What happens when you declare? What is being declared?
* What words lend themselves to declaring a point? Is there room to refute someone’s declaration?
* What nuances and connotations are derived from the title alone?
* When it necessary and not necessary to change laws and rules?
* When is it appropriate to dissolve political bands?
* What are “these truths” that make us equal? End of document question – in this time period, are people created equal?
* Who has the right to alter the government?
* In the first two paragraphs, what role does diction play in the preamble and the first paragraph of “The Declaration of Independence” and how does it contribute to the overall meaning? What is the effect of using words such as (teacher locates key vocabulary)?
* In looking at diction, what are inalienable rights? What is prudence? What are truths? Absolute despotism? Usurp? What are synonyms for these words?
* Is there an absence of figurative language in the preamble and the first paragraph? Where would there be a need to include more and what would the effect be? Where is it unneeded and why?
* In the first paragraph, what words are emotional and which one are emotionally neutral? What emotions are conveyed and provoked?
* What appeals are evident in the preamble and first paragraph? What effect does each have?

Chunk Two: Grievances

* What examples of vivid verbs are used after the parallel introduction?
* What other parts of speech are used to prove his point and contribute to the meaning as a whole?
* Break in parallel structure – progressive verbs. “He is” – does this change distract in the author’s purpose? What effect does the change in tense have on the meaning and the purpose of the document?

Chunk Three: Final Paragraphs

* What is being pledged and for what purpose?
* How do you define pledge and how does Jefferson use this definition? What is synonymous?
* What does it mean when one pledges?
* How is this declaration going to be supported?
* What is the effect of the use of synecdoche with the “British crown”?

Chunk Four: Whole Document and Extension

* Why would the author choose to use an apostrophe? Consider culture and context.
* Evaluate the word “immigration” – what connotation does the word have today and is it the same in “The Declaration of Independence”?

Assessment: Formative Assessment

To bring students’ text-dependant analysis of The Declaration of Independence to a close, students should discuss the following holistic questions to bring the pieces of their study together.

1. What are the key arguments that Thomas Jefferson makes for the colonies’ separation from Great Britain?
2. Can the” Declaration of Independence” be considered a declaration of war? Using evidence from the text argue whether this is or is not true.
3. Thomas Jefferson defines what the role of government should and should not be. How does he make these arguments?

Lesson Plan #14: Anchor Quotation Evaluation #3

Duration 1 class period/60-90 mins

Priority Standards:

RI 1 and RL 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience.

Suggested Learning Targets:

Priority Standard RI 1 and RL 1

I can define textual evidence (“word for word” support). (Knowledge)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read it’s most likely true that...”). (Reasoning/Understanding)

I can read closely and find answers explicitly in the text (right there answers) and answers that require an inference. (Skill)

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (Reasoning/Understanding)

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions). (Reasoning/Understanding)

Priority Standard W1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society (Reasoning)

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (Skill)

I can identify alternate or opposing claims that counter my argument. (Knowledge)

I can organize claims, counterclaims, reasons, and evidence into a logical sequence. (Skill)

I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (Skill)

I can present my argument in a formal style and objective tone. (Performance)

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. (Product)

I can provide a concluding statement/section that supports my argument. (Product)

Priority Standard W4

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (Knowledge)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.(Skill)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (Product)

Supporting Standards:

L1, L2, W2, W9, W10

Lesson #14

Purpose

Morals and virtue are central ideas and messages from the texts of Division 3, all of Unit 1, and are embedded in speeches and documents in many facets of language today. This final assignment has students not only respond to writing that is focused on specific examples of text from this unit but from all of their reading and personal experiences.

Students have had sufficient practice with synthesis, most of which has them pull from texts studied in class. This assignment broadens the scope and has students bring in any observations and evidence to analyze and justify the idea shown in the quotation.

As seen in the prior two quotation analysis lessons, learning progressions have been modeled to assist students in dissecting and understanding the author’s message, how it is structured, and who the message is intended to impact.

## Prompt and Summative Assessment:

\**The following assessment and the Anchor Quotation can be modified to be based off of a different quotation. This example can be implemented with aligned rigor and fidelity, or a quotation of comparable depth that lends itself to the shared messages from the prior texts of this unit can serve as a suitable replacement. Even though students have had ample instruction and various exposures to texts, assisting in a close-reading and learning progression analysis of the quotation to spark student interest and dialogue into the message can further provide support where needed.*

## America’s second president and one of the Founding Fathers of America’s Constitution, John Adams is quoted to once assert that “Because power corrupts, society's demands for moral authority and character increase as the importance of the position increases.” Adams’ assertion is not only valid for the issues of his time but of similar issues that have proven to be universal and still present in today’s society.

Evaluate the validity of Adams’ quotation and support its truth using texts from this division of Unit 1, outside reading, and personal observations. A total of three diverse supporting examples should be used to support Adams’ quotation.

Execution

In coordination with learning progressions, expectation for this assignment should be higher than past lessons. Students should produce well-developed writing of complex ideas and styles that is of ample length. An essay comprised of several analytical paragraphs is needed to demonstrate proficiency.

Students should be conscious of the central message of not only the quotation but of their central idea that will be supported by the diverse examples that they choose.

This would also be a lesson for students to go through the revision process of writing to polish their work, reteach key structural approaches, and improve organization, fluidity, and general style before going into the unit summative assessment in the next lesson.

## Supporting Resources

1. Unit Launch PowerPoint -- To provide teachers with general background information necessary to engage students in the overarching unit theme while still covering the important background information, this PowerPoint design is an example of how to synthesize and merge all information into the first activity of the unit that will lay the foundation for all work covered in the subsequent weeks.
2. Generic Activating Strategies -- This document provides guidance and ideas to activate student learning at the start of classes, after the weekend, etc. to provide more fluidity from lesson to lesson as well as to provide more ideas on how to continually engage students in this introductory unit. This can easily be implemented at any point in this unit or other units.
3. Why Use Activating Strategies? -- This organizer provides teachers with an excellent guide of *what* an activating strategy actually is and is *not* to help guide the development and implementation of strategies in the classroom.
4. Quick Summarizing Strategies to use in the Classroom -- An extensive list of summative assessment ideas can provide teachers with more differentiated and innovative ways of summarizing key content in their lessons throughout this unit and any others.
5. Why Use Summarizing Strategies? -- This organizer provides ideas of summarizing activities, why they are useful, and how they can easily be developed to easily implement in the classroom.
6. Quick Formative Assessment Strategies -- This resource provides extensive ideas to include more formative assessment opportunities within each lesson that can easily utilized within any unit in your classroom.
7. Canon and Music -- This Microsoft Excel file is a compilation of nearly 600 pairings of music to just about any text a teacher might teach in the classroom. There are several pairings of music to some of the suggested texts demonstrated in this unit (Maya Angelou’s “Phenomenal Woman” and Arthur Miller’s *The Crucible*, for example. Other pairs are included).